

Coaching sessions should be organised to

- Allow children to contribute to their own learning
- Focus on individual needs
- Develop basic skills
- Include a variety of activities and challenges
- Cater for children of different backgrounds
- Encourage everyone to perform to the best of his/her ability
- Protect children from the likelihood of failure
- Contain a balance between activity and rest.

Before the training session you should

- Plan your lesson before, or if using a pre-planned lesson plan read it carefully.
- Know and understand the skills you intend to teach.
- Make sure any equipment you intend to use is in order and set up prior to beginning.
- Check out the facility and conditions of the ground. Plan how the area is to be used.

During the session you should

- Introduce the session but keep your introduction brief. Explain what is going to happen and establish a few basic rules.
- Get things moving quickly.
- Spend the first few minutes on the warm-up. Make sure this session becomes a habit and fun to complete.
- Devote some time to revising a skill that you have previously learnt.
- The players will want to spend some time in game play. Select one of the many modified games and let them play with a minimum of instruction from you.

Getting the most from your session

1 Group organisation (5 mins)

Use this time to bring the players together. Talk to them about the session. It allows for latecomers to settle before beginning the planned activities.

2 Physical warm up (5 mins)

3 Skill warm up (10 mins)

Revise a skill taught in an earlier session and reinforce the key points as the players warm up. Remember to use praise and plenty of it.

4. Skill development (20 mins)

Demonstrate (or have someone else demonstrate) the new skill that you have planned for the session. Break the skill into parts if necessary but be sure to demonstrate the skill as a whole and at normal speed. Make sure everyone can see the demonstration and repeat it several times highlighting the key points.

Practice the skill, starting with the basic skill and work towards having the players end up practicing the skill in game-like situations.

Observe all players so that you can praise good technique and sport basic errors. Re-demonstrate if necessary.

Coach the players who need correction. Be sure to be positive and supportive. Emphasise what to do rather than what not to do. Shouting and criticising won't achieve anything.

5 Modified games (15 mins)

Young people will want to play a game so set aside some time where they can practice the skill in a game situation without too much instruction from the coach. Make sure that everyone is involved and not sitting out for too long.

6 Concluding activity (5 mins)

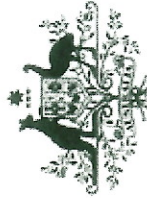
Be sure to properly conclude your session. This should include some more stretching and perhaps a slow walk if the session has been particularly strenuous. Talk to your players as they do the cool down exercises and revise the key points of the session through questioning. Provide lots of praise. Hand out any material you have and remind players of the time and venue of the next practice session or competition.

Finally, evaluate your session by asking yourself:

- Was it fun?
- Did the players enjoy themselves?
- What might be done to improve the session?
- Did the players participate enough?

Session Plan Template

Date:	Attendance:	Equipment needed:
Venue:		
Duration:		
Introduction (aims for session, reminders, etc.):		
Warm-up activities:	Drills and games:	Cool-down activities:
Coaching tips/questions/challenges:		
Review/evaluation (key points from session, what worked and what did not, modifications for next session, etc.):		



Australian Government

Australian Sports Commission

Sample Session Plan

<p>Date: 16 October 2007.</p> <p>Venue: Eastern netball courts.</p>	<p>Team: Under 11 year's netball squad.</p> <p>Duration: 60 mins.</p>	<p>Equipment needed:</p> <p>Balls, witches hats, bibs, goal post pads.</p>
<p>Introduction <small>(aims for session, reminders, etc.):</small></p> <ul style="list-style-type: none"> • The aim of today's session is to work on improving individual and team defensive skills. • Remind players that this week's match is at 2.30pm instead of 3.00pm. • Check that everyone has their drink bottles filled before training begins. 		
<p>Warm-up activities:</p> <ul style="list-style-type: none"> • Pairs shadowing and chasing game. • Active stretches. 	<p>Drills and games:</p> <ul style="list-style-type: none"> • Groups of 3 - "piggy in the middle" activity. Change roles after achieving an interception. Add an extra defender to progress to a 2 v 2 situation. • Groups of 3 - 1 on 1 defence positioning, with a thrower trying to pass to the attacker. • 3 v 3 "keepings off" game in half court area. Focus on trying to intercept the pass. Swap the attackers and defenders after achieving an interception. • Progress "keepings off" game to full court. Add a rule that the attackers can shoot for goal only after each person has received a pass. • Groups of 4 - Defending the shot game. 3 attackers must all receive a pass before having a shot at goal. • Groups of 5 - Defend the cone game. 3 attackers vs 2 defenders. Defenders try to stop the attackers knocking down the cone with the ball. 	<p>Cool-down activities:</p> <ul style="list-style-type: none"> • Static team passing game. • Static stretching.
<p>Coaching tips/questions/challenges:</p> <ul style="list-style-type: none"> • Piggy in middle - Ask participants to identify the best place to stand to defend the pass. • Encourage 'eye's up' and peripheral vision for defence positioning activity. • Keepings off - Focus on how to work with your team-mates to achieve an interception. • Full court - Ask the players to identify what defensive tactics will slow down the other team's passing. • Defending shot - Encourage defenders to try for the intercept, then defend the shot. • Defend the cone - Ask defenders how they can cooperate to stop the attackers. 	<p>Group management:</p> <ul style="list-style-type: none"> • Set up markers to define boundaries. • Modify groupings used last week to avoid the stronger participants all working together. • Identify a person to be 'captain' of each group in game activities to encourage leadership. 	